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ABSTRACT

Intended to highlight the importance of including families and members of the broader community in children's learning, this report discusses the role of businesses and employers in helping partners and family members be more involved in children's learning. The introduction, "Making Family Involvement in Learning a Goal" notes the three major ways that employers are promoting home-school-workplace partnerships: (1) by promoting and instituting programs and policies that encourage employees to get involved in their children's education; (2) by developing and maintaining programs and policies to improve child care and schools in their communities; and (3) by assisting schools and child care centers in the development of programs and policies that promote family involvement. The first part of the report presents articles describing in greater detail the specific efforts of employers in these three areas. The second part of the report presents 16 profiles of employer and labor support for family involvement in learning. A resource list of organizations and programs concludes the report. (AP)

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PROMOTING FAMILY INVOLVEMENT IN LEARNING

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BUILDING

COMMUNITY

PARTNERSHIPS

FOR

LEARNING

A report by the Families and Work Institute
Commissioned for the Family Involvement Partnership for Learning

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An Option for Every Employer

Everywhere today, home-school-work partnerships are promoting family involvement in the education of children. Among the options, businesses can:

Create and promote policies that make it possible for employees to be involved.

- Time off for participation in school and child care activities
- Time off for first day of school
- Beginning and end of day flextime
- Lunchtime flex
- Work-at-home arrangements
- Compressed work week
- Part-time work
- Job sharing

Support employee parents through worksite programs.

- Lunchtime parenting seminars
- Parent support groups
- Education and parenting newsletters
- Family resource libraries
- Worksite-based PTA
- Literacy training
- National parent-school partnership programs
- Parent hotlines

Work to improve child care and schools through internal and community programs.

- On-site or consortium child care, or on-site "satellite" schools
- Child care resource and referral services
- Child care subsidies such as vouchers and discounts
- Training, development, and accreditation for community child care providers
- In-kind donations or pro bono consulting to schools and child care
- School-employee partnerships and volunteer programs
- Advocacy

Work with schools to help them better meet the needs of employed parents.

- Parent volunteer programs
- "Employee-friendly" scheduling of school events
- Improved parent-teacher communication through newsletters or voice mail
- Interpreters for non-English-speaking parents
- Translation of parent materials
- Family resource centers in the schools

Employers, **Families, and Education**

Promoting Family Involvement in Learning

Building
Community
Partnerships
For
Learning

A report by the Families and Work Institute
Commissioned for the Family Involvement Partnership for Learning

U.S. Department of Education
Richard W. Riley
Secretary

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UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

January 1995

Dear Chief Executive Officer:

My conversations with leaders from small, medium, and large businesses across the country indicate the need to dramatically improve workforce skills. With the recent successes of President Clinton in lowering trade barriers, the opportunities for economic growth have been enhanced but will require more attention to improving students' skills and work habits. In a recent poll of representatives from business, 91 percent of the respondents said that U.S. policy should focus on K-12 education as a top priority to boost U.S. competitiveness. Another poll found that 89 percent of company executives identified the biggest obstacle to school reform as lack of parental involvement. Interestingly, polls of teachers, parents, and students themselves recognize the need to engage many more parents in the education of their children.

The Family Involvement Partnership for Learning, a partnership of over 100 major national organizations, is working to spread the message that what families do can improve their children's learning, ultimately impacting on the effectiveness of our future workforce. A number of business organizations, such as the Business Roundtable, the National Alliance of Business, the U.S. Chamber of Commerce, and the Council for Economic Development, have signed on as partners in this effort recognizing the strong support role of business.

In the U.S. Department of Education, we are developing policies to make it a model employer in the federal government. Some activities include:

- flextime and compressed time leave policies
- lunch-time parenting seminars
- administrative leave provisions for those helping at schools

Together with our partners, the Department released the report, *Strong Families, Strong Schools*, that provides 30 years of research on the importance of including families and members of the greater community in children's learning. *Employers, Families, and Education: Promoting Family Involvement in Learning* is a follow-on to that report, focusing on the role of businesses and employers in helping parents and family members be more involved in children's learning. This report highlights ways businesses can become active partners and profiles the work of several companies and organizations. I am asking that you also champion meaningful family involvement activities in your work.

Yours sincerely,

Dick Riley

Richard W. Riley

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

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Introduction
Making Family Involvement in Learning a Goal

The more aware and supportive I am of Bethani's school work the better she does.

Sandra Ukah, employed mother of 12-year-old
Celebration commemorating Goals 2000
May 16, 1994

On March 31, 1994, the *Goals 2000: Educate America Act* was signed into law. Goals 2000 supports the development of voluntary state standards for student learning, provides incentives for local changes in curriculum and instruction, and encourages broad-based community involvement in education. By doing so, it means to ensure a world-class education for all children in the United States. Among the eight education improvement goals, one stands out for its inclusiveness:

> *Encourage parents and all family members to become more involved in children's education.*

Secretary of Education Richard W. Riley stated, at the ceremony commemorating the signing of Goals 2000, "Strong families make strong schools." Research now confirms what folk wisdom has been saying for a long time: families are integral to children's readiness for and success in school. Although we live in a world where responsibilities are often segmented (families nurture children; schools educate them), where crossing these boundaries can be threatening and where true partnerships between families and schools exist more often in rhetoric than reality, the inescapable conclusion of many studies is that we must try to change. The children who do best in school are those whose families care about their education and are involved in their learning.

Enabling children to reach higher standards of learning is perhaps more challenging today than it has ever been. Increasingly, children live in families where parents are employed outside the home. According to the Bureau of Labor Statistics, 38 percent of the U.S. labor force has children under the age of 18. In most cases, parents cannot choose whether or not to stay home with their children. At the same time, businesses and other employers could not survive today without the contribution of so many employees who are parents.

Having a job need not preclude parents from being active in their children's education, or any employee from being active in the education of children in the community. Recognizing the importance of education to the caliber and competency of our future workforce, and to the country as a whole, many employers have found ways to promote involvement by their own employees in educational activities. This booklet describes three major ways that employers are promoting home-school-workplace partnerships:

- by promoting and instituting programs and policies that encourage employees to get involved in their children's education
- by developing and maintaining programs and policies to improve child care and schools in their communities
- by assisting schools and child care centers in the development of programs and policies that promote family involvement.

How Involved Are Working Parents Today?

Before describing some kinds of home-school-workplace partnerships, it's instructive to look at today's workforce. Recent reports and studies found that:

- Sixty-three percent of mothers with children under 18 are employed.
- Women contribute $4 to every $10 of family income; most dual-earner couples say they simply could not afford to live on one paycheck.
- Family income among workers with young children has declined in the past several decades.
- Forty-two percent of single-parent families have incomes that are below poverty level.
- Sixty-six percent of employed parents with children under 18 say they do not have enough time for their children.

The 1993 Families and Work Institute report, *The National Study of the Changing Workforce*, also examined how involved today's working families are in their children's learning and found that:

- Only 53 percent of employed parents of children ages 5 to 18 regularly attend school activities and events.
- Only 36 percent of employed parents help their children with homework daily. Fifty percent of all parents with school-age children read their children's homework daily.
- Only 31 percent of employed parents meet with his or her child's teacher to discuss school progress on a frequent basis.

This country cannot afford the educational failure faced by so many children. All children need support at home and in the community if they are to be successful in school and beyond.

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Encouraging Employees to Get Involved in Their Children's Schooling

We have not traditionally linked the well-being of children to the success of business or the governance of nations. Yet increasingly we're acknowledging that upheavals in the American family aren't self-contained — they intersect with business and economic circles and loop into the social fabric of this nation. As a society, we assume a larger affiliation — one that implies, not just family ties, but added obligations.

Robert E. Allen
Chief Executive Officer
AT&T

School schedules are an outgrowth of another era, an era in which it was a reasonable expectation that there would be at least one adult at home to get children off to school in the mornings, to be there to serve them lunch, to be waiting for them at 3 o'clock and to be available to come to school during the day for teacher conferences, classroom activities, and school events.

Dramatic changes in family life have made that expectation unreasonable, creating a bind for families who want to participate in schools. Gradually, schools have begun to change their schedules to accommodate employed families, while employers have begun to provide more flexibility so employees can visit schools during the day. Much more needs to be done.

Flexible Time and Leave Policies

Some employers offer flextime at the beginning and end of the day. Employees can choose to come in and leave earlier or later than the standard work hours. Typically, employees using flextime are required to be at the work site during designated core hours in the middle of the day (10 a.m. to 3 p.m., for example). The band of flexible time at the beginning and end of the day varies from company to company; the wider the window of choice the more employees will be able to take advantage of flextime to be more involved in school activi-

ties. For example, an employee who is permitted to work from 10 a.m. to 6 p.m. can spend some time volunteering at a school early in the morning. Overall, 29 percent of employees have access to flextime. Examples of companies permitting at least two hours of flexible arrival and departure time are The Pillsbury Company, Lockheed Missiles and Space Corporation, Corning Incorporated, and Fel-Pro Incorporated, and some federal, state, and local government offices.

Another version of flextime is sometimes called "lunchtime flex." Here employees work longer days from start to finish, but can take 1 1/2 to 2 hours off at lunchtime — enabling them to visit a neighborhood school or eat lunch at their child's day care center. Forty-seven percent of employees have access to lunchtime flex. Examples of employers that offer a formal lunchtime flex policy include IBM and Bank of America.

Employers can also offer flexibility by allowing part-time work or job-sharing. According to *The National Study of the Changing Workforce*, many employees, including 19 percent of those with young children (29 percent of *women* with young children), say they would willingly trade a full-time income for a part-time one in order to spend more time with their children. Part-time work or job sharing is not a viable economic choice, however, unless employees who use it receive pro-rated pay and benefits, the culture of their workplace is such that their contributions continue to be taken seriously, and their opportunities for career advancement are maintained.

Overall, 57 percent of employees work for organizations in which part-time work is available. Seventeen percent of U.S. workers actually work part-time; 66 percent of these are mothers of children under 18. Job-sharing is one way to create part-time work. For example, teachers in the Jefferson County Public School System, in Kentucky, are permitted to job share; currently, at least 10 elementary and high school classrooms are shared between two teachers.

Recently there has been much talk of work-at-home, or telecommuting. Allowing employees to work at home on a regular basis (when appropriate to the job) gives them extra flexibility in arranging how and when they get work done, and saves them commuting time. Employers who offer telecommuting opportunities have generally reported that employees continue to perform as well or even better than they had when they worked on-site. Such an arrangement, although no substitute for child care, allows parents to be at home after school, have lunch with their children, or be available to meet with school staff. According to *The National Study of the Changing Workforce*, 24 percent of employees have access to work-at-home, including employees of US West, The Traveler's Companies, and the U.S. Department of Justice.

Flexible work arrangements such as these can be a big help to all employees, whether or not they have immediate family responsibilities. But many employers have taken it a step further. Organizations that wish to actively promote family involvement in education have established flexible leave policies that are specific to education. For example:

- Some employers allow parents to be absent or late on the first day of school, so that they can accompany their children to school, meet classmates, teachers, and other staff, and, in schools that permit it, spend some time with

We began encouraging people to take two hours of paid time per week to volunteer in the schools in 1989. The impact we've had on families and communities is enormous — just do the math.

Hugh L. McColl, Jr.
Chairman and Chief Executive Officer
NationsBank Corporation

young children to acclimate them to the new setting. RJR Nabisco and NationsBank, among others, have such a policy.

- Other employers allow a certain number of hours or days off to participate in school activities. Usually totaling only one or two days each year, these time-off policies are set up so they can be used in small increments, such as half a day, or a couple of hours. In this way employees can schedule a teacher conference in the morning and still be on the job in the afternoon. Companies that offer this policy include Columbia Gas and Ceridian. In 1992, as part of a "Get Together for Kids" campaign, 400 member organizations of the American Electronics Association wrote school participation time into their employee policies.

Most organizations with educational time-off policies make them available to all employees, whether or not they have dependent children. This encourages all employees — grandparents, aunts and uncles, neighbors and guardians — to become involved in the lives of children in the community. Although flexible scheduling and educational time off are important for all employees, these policies are especially necessary to parents of children with disabilities or other special needs that require close coordination between home and school.

The strain of balancing career and family responsibilities has never been greater. Employees are our greatest asset. Helping them to be better parents can only help to make them even better employees.

Ralph S. Larsen
Chairman and Chief Executive Officer
Johnson & Johnson

Support and Education for Working Parents

Men and women in full-time jobs in the United States spend an average of 42 hours each week at work. *The National Study of the Changing Workforce* found that 26 percent work more than 50 hours per week. Because employees are spending a high proportion of their waking hours on the job, the workplace provides an excellent forum for family support and education.

- Approximately 26 percent of large employers offer seminars, often at lunchtime, on a range of parenting issues. Increasingly, these include seminars on family involvement, such as helping children with homework and activities that promote children's school readiness and school success. Since child care is often children's first educational experience, employers also recognize that it is important to foster family involvement at this stage. Some companies offer seminars on selecting quality child care and on parent-provider relationships.

- Seminars at the workplace are typically run by local parenting experts or through contracts with national or local child care resource and referral services. A few employers also offer widely used parenting programs through the workplace. These include:

  Parenting for Education. A parenting seminar series developed by U S West Education Foundation to promote school success. Employers and community groups purchase the 8-hour program, which includes a kit for trainers and materials for parent participants. Interactive exercises and structured discussion groups aim to give parents the understanding, confidence, and skills they need to become positively involved in their children's education.

Parents as Teachers (PAT). A home-school-community partnership program designed to support parents of children from before birth to age 5 through home visits by parent educators, parent support groups, and a referral network. Established originally by four school districts in Missouri, PAT is now mandated as a service in that state, and has been replicated in hundreds of other school districts around the country. Scott Paper Company sponsors PAT in two communities, IBM sponsors it in five, and Honeywell has adapted the program for its own employees.

Home Instruction Program for Preschool Youngsters (HIPPY). An early intervention program designed to support parents as a child's first and most influential teacher. The program is delivered by paraprofessionals, themselves former participant parents in the program. During home visits and group meetings, they role play the educational materials with the parents. This sets up successful learning experiences for the parent and child, who work together with the materials 15-20 minutes each day. Hasbro, Twin City Bank (in Little Rock), Continental Bank (in Chicago), and Primerica (in New York City) have all contributed substantial funding and in-kind donations to HIPPY.

MegaSkills. A parent education program that trains individuals to run workshops for families. Workshops teach parents how to foster skills that build school success, such as confidence, motivation, responsibility, teamwork and problem solving. United Services Automobile Association (USAA) and the Fort Wayne Chamber of Commerce are among the many employers to sponsor MegaSkills programs for employees and the community.

MELD. A service that runs family support and information groups for teen mothers and fathers, single parents, parents of children with special needs, deaf parents, immigrant families, and other new parents. Programs are offered in dozens of communities nationwide. Employers can refer parents to local groups as well as make MELD parenting materials available to employees at the workplace. MELD also welcomes volunteers and both in-kind and financial donations.

Ambassadors for Education. A program developed by the National Association of Partnership in Education (NAPE). Delivered in the form of a three-part, hands-on workshop, it is designed to get adult community members more involved in the schools. Some employers, such as Con Edison of New York City, People's Gas of Tampa, Florida, and UNUM Life Insurance have sponsored workshops for their employees.

- Some employers, such as Merrill Lynch and HBO, keep family resource libraries, from which employees can borrow books or videos.

- Many subscribe to one of several newsletters for parents, such as the *Work & Family Newsletter* or *Education Today* (also available in a Spanish-language version), which is typically distributed free of charge to all interested employees.

- Literacy training for adults has become a business necessity in many organizations; it has a crucial role to play in family education as well. Parents and other adults who can read to children help them develop the love of words that will ease them along the challenging road to full literacy. Adults who demonstrate the value of learning by studying themselves, and the value of reading, by reading, are important role models.

- Some employers contract with providers of parent resource hotlines, such as Work/Family Directions or The Partnership Group. Employees can call an 800 number for advice and information on education-related issues, such as how to motivate their child, how much to help with homework, or how to help a child who is having trouble with math. Ohio Bell has a teenline, a telephone hotline that provides counseling specifically on teen-related issues.

Serving our citizens and customer is not just an 8-to-5 job, it's an around-the-clock job. We have to do it together. We form a partnership with our employees and their families. And because 80 percent of our workers are male, we can't have a work-family program unless we involve them.

Kenneth Miyoshi
General Manager
Los Angeles Water & Power

Getting Men Involved

Employers who are concerned about the education of the next generation cannot afford to focus on mothers only. Men, whether they are fathers or uncles or neighbors, or just care about the welfare of children in their community, have a vital role to play in education.

But employers may have to do more to get men involved than simply make programs available equally to men and women. Some workplace cultures foster an attitude that women may talk about their families, but men may not; that women may come in late because of a teacher conference, but men may not; that women may work part time for family reasons, but men may not. In such cultures, there may be a discrepancy between official policy and the attitude of managers and co-workers, and men may rightly feel that their careers will be damaged if they take advantage of education or family-related policies and programs.

Organizations that want to have a real effect on education in the community may need to work on changing the attitudes and culture of their workplace. This is not an easy thing to do. Companies such as Johnson & Johnson have added statements supporting a family-friendly work culture to their mission statement or credo. Some have encouraged a change in attitude by modeling it from the top — publicizing examples of men who take time off to be with their children. Many have found management training useful or have incorporated family-supportiveness — for male as well as female employees — into performance reviews.

- At Peabody & Arnold, a Boston law firm, it is not necessary to work the 60 or 70 hours each week typically required to succeed in this field. Unlike in many law offices, company culture encourages employees to be involved with their families. One man who recently made partner gets in early but leaves at five each day; another coaches his daughter's softball team.

- When employee parents enroll their children in Ben & Jerry's child care center, fathers and mothers are both required to attend the initial meeting with staff. It's the company's way of involving fathers in the center from the beginning. Both parents also must attend parent conferences two to three times a year; staff are responsible for scheduling conferences to make this possible.
- Los Angeles Department of Water and Power runs a comprehensive Fathering Program, which includes special father education seminars, a "tips for dads" information hotline and fathering support groups.

Improving Child Care and Schools

Very simply, we believe that quality child care is a sound investment in a more productive future for our corporation, our employees, our economy, and our nation.

Stephen E. Watson
President
Dayton Hudson Corporation

As employers become increasingly aware of the importance of quality child care and schools as a matter of public concern, they have also increased business involvement and efforts. A number of businesses have been investing in general school reform for years, but it is only recently that businesses have realized the importance of family involvement in schools. Responding to the need for available, affordable, and quality child care, businesses are now providing child care for their employees, sponsoring child care resource and referral services and subsidizing the high costs of child care. In efforts to improve schools, employers are providing resources, funding special projects, and establishing volunteer/mentor programs for one or more schools. Additionally, a few businesses have set up schools on-site for employees' children.

Improving Child Care

Many employers recognize that we as a nation will be unable to meet the first education goal, ensuring that children enter school ready to learn, unless they become involved in improving the supply of quality child care. This is of crucial importance, because child care is often children's first learning experience outside the home, and studies reveal that the current quality of early care and education is uneven.

- Thirteen percent of large employers provide child care for their employees through on- or near-site centers. Such companies include Merck & Company, Inc.; SAS Institute, Inc.; and Campbell Soup Company. Several organizations that cannot afford to support a center on their own have joined with other employers to form a consortium child care center — one such center, in Randolph, Massachusetts, is co-sponsored by Codman & Schurtleff (a division of Johnson & Johnson), Dunkin Donuts, and New England Telephone.

• Child care resource and referral services, available to 20 percent of employees nationwide, give employees access to trained specialists who can refer them to available child care openings in their communities, and provide educational materials to help them choose quality care. Employers either provide an in-house referral service or contract with an outside service; multisite organizations can contract with one of a number of services that operate nationwide.

• Because the cost of providing quality child care is high, it is expensive. Employers such as Levi Strauss & Company have adopted voucher programs, which help employees pay for child care, sometimes on a sliding fee scale based on the employee's salary. Other employers arrange discounts for their employees at specific child care centers in the community. Fifty-five percent of large companies take advantage of federal tax law by offering Dependent Care Assistance Plans, which allow employees to set aside up to $5,000 of their pretax salaries to put toward child care expenses.

Employers can also work to improve child care in the larger community. For example:

• Dayton Hudson Department Store Divisions, in partnership with its subsidiary Mervyn's and Target Stores, created *Child Care Aware/Family-to-Family* in 40 communities across the country. This project consists of four key strategies to improve the quantity of family child care: training, promoting accreditation, supporting provider associations, and providing local consumer education. In the past seven years, more than 11,000 providers have been recruited and trained.

• *The American Business Collaboration for Quality Dependent Care* consists of 146 companies and public/private organizations that have committed more than $26 million to improve the quality and increase the quantity of child and elder care in 44 communities in 25 states and the District of Columbia. In 1993, 308 projects were implemented, creating 16,125 quality spaces for children. Projects vary widely, because they grow out of regional needs, but some examples are science and technology summer camps (in which school-age children work with professional scientists and engineers); a training program for teachers of infants in child care; and a toy lending library and resource room that provides equipment, materials, toys, and technical assistance to area child care homes and centers.

• Designed and initiated by the BankAmerica Foundation and the California Child Care Resource and Referral Network, the *California Child Care Initiative* includes 500 corporations, local businesses, and public sector funders that have contributed $6.7 million since its inception in 1985. They have recruited more than 3,800 home-based providers and trained more than 26,000 new and experienced providers. This project was replicated in Michigan and in Oregon with funding from the states and the Ford Foundation.

• *Flying Colors* was designed by DuPont to help child care centers become accredited by the National Association for the Education of Young Children

(NAEYC), and help family child care providers become accredited by the National Association for Family Child Care (NAFCC). Centers and family child care providers in areas of the country where DuPont employees live receive $2,000 and $1,000 respectively. This funding covers accreditation fees and the cost of necessary changes to increase the safety of their centers or homes. Any remaining money may be used by providers to buy supplies.

- Connecticut's Commission on Children, in partnership with a number of local businesses, has created a public awareness campaign called *1-2-3-4-5 Kids Count*. The purpose of the campaign is to improve chances for children in the state to succeed in school, by improving their physical, intellectual, and emotional readiness. Newspapers throughout the state have donated space and printing costs for a special supplement for parents printed in both Spanish and English. A local advertising agency has created and produced billboards, television and radio spots to mount the campaign, and a local television station has agreed to run the television spots free of charge.

Special Considerations for Small Business Employers

Although small employers may find it difficult to implement some of the programs and policies described in this booklet, others are within the reach of organizations of all sizes. In fact, smaller organizations may have an easier time than large ones informing employees of new human resources policies and how to make use of them.

Many of the best options for employers cost little. Flexible scheduling, described elsewhere in this booklet, is an example. At the tiny manufacturing company, GT Water Products, almost half of the 24 employees work a flexible schedule. Another is a family resource center, which can be set up relatively inexpensively — perhaps simply in the corner of an office. Employers can purchase a small supply of brochures and videos on topics such as parenting techniques or reading to children, and allow employees to check them out for reading or viewing at home. Such materials can be purchased relatively inexpensively from organizations like MELD, or from local bookstores. When possible, materials should be made available in the languages represented in the workforce.

Companies can take advantage of school vacations by offering open door policies, so that children can spend some time at the workplace. Calvert Group, LTD, a company of about 200 employees allows staff to bring their children to work on days when schools are closed, and also sponsors a "Kids Day" twice a year in which children are invited to the workplace on a more formal basis to participate in a variety of activities. Some small companies, such as Tom's of Maine, reimburse employees for child care costs when they have to work overtime. Some arrange for after-school or holiday care through a local child care provider.

Finally, small employers can leverage limited resources by collaborating. Intermediary organizations, such as state and local chambers of commerce, can be

helpful in this. The small business community might work through the chamber's existing education committee or encourage the hiring of a parental involvement coordinator to help design small business action plans. Or, small employers can explore contracting services with a larger company that has an existing parental involvement program. Organizations such as Parents as Teachers and the Home and School Institute provide guidance to small companies, too.

Improving Schools

When it comes to school involvement, employers have numerous options:

- Employers can provide resources for one or more schools. The employer may donate used equipment or special expertise, and employees may be given paid time off to volunteer. For example, employees at a General Mills manufacturing plant in Georgia have formed a partnership with a neighborhood elementary school. Employees give plant tours, help build playground equipment, and visit the school to give talks on subjects such as careers.

- Employers can fund special projects aimed at improving parent-teacher relationships. A grant from Wells Fargo funded the start-up of a "homework hotline" and a special parent room for workshops and support groups at the Rio Vista Elementary School in Pittsburg, California. SBC (formerly Southwestern Bell) funded the creation and dissemination of two booklets, one for parents and one for teachers, on practical ways to support each others' efforts and approach parent-teacher conferences.

- Business leaders can serve on the boards of agencies that foster family involvement in education, or on task forces investigating new ways to improve aspects of parent involvement. For example, the board of directors of the National Association of Partners in Education (NAPE) comprise representatives of numerous businesses, as well as educators. At the local level, business representation is needed in community business and education councils.

- Sometimes only businesses have the powerful voice needed to pass legislation and implement policies helpful to families or schools. Businesses can press for more challenging standards for student performance so that graduates will possess the academic and occupational skills needed in the workforce. Jack Rennie, the chief executive officer of Pacer Systems, Inc., a 300-employee company that manufactures aerospace engineering products, established and chaired the Massachusetts Business Alliance for Education (MBAE). MBAE, whose board includes leaders from large and small businesses in the state, spearheaded a statewide campaign that led to the passage in 1993 of one of the most comprehensive education reform bills in the country.

- Organizations can also contribute in-kind donations to a program or a cause. For example, a community homework hotline that helps parents help children with homework might need donations of phones or voice mail. Or,

President Clinton has signed the new "Goals 2000" legislation, setting eight national goals on such things as teacher professionalism, performance in math and science, and parent involvement. If public education does not reinvent itself to meet these goals, and fast, it is the entire country that will be out of business.

Louis V. Gerstner, Jr.
Chairman and Chief Executive Officer
IBM Corporation

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business executives might offer to do pro bono consulting on budgeting to schools. Employees of the Chicago office of Coopers & Lybrand assist local school councils (small school improvement groups of parents, teachers, and residents which represent each school) with understanding and preparing school budgets, conducting needs assessments, evaluating principals and programs, improving group communications, and doing strategic planning.

- Some employers have actually developed schools on their grounds for employee children, either through partnerships with public school departments or by opening private schools. Principal Financial Group in Des Moines, Iowa, led the Des Moines Business/Education Alliance in opening a school central to many employees in downtown Des Moines. The school has an extended lunch hour so parents can join their children for lunch, and an extended calendar year.

Encouraging School/Child Care Policies that Promote Family Involvement

We are convinced that making parents partners in their children's education can go a long way toward solving the problems that teachers confront daily.

Kathryn Whitfill
President
National PTA

Employers are only one of many keys to getting families more involved in education. Schools and child care centers also have major roles to play. By understanding ways that some schools have reached out to families, and what some of the barriers have been, employers may be better enabled to work together with the educational community towards a common goal.

Studies have found that teachers and parents are sometimes antagonistic to each other, rather than supportive. The predictors of less supportive relationships are demographic or language differences between the parent and the teacher, teachers' disapproval of mothers working, and teachers feeling that working with parents is not important. There is also more tension in the relationship if parents don't value teachers' work, have had a bad experience in school themselves, or don't see the program as a resource to them.

Some communities have begun to address this issue directly by providing multicultural training to teachers. In Fort Worth, under the auspices of Camp Fire's Campaign for Children and through financial support from the business community, child care teachers/providers and parents are participating in training together, through a program called Parents & Providers as Partners.

All people who are involved with children, whether as parents, teachers, or members of the community, would do well to remember that many adults are important to a child's well-being. Educators also need to keep in mind that some parents have very few resources to help them help their children, and many work at inflexible jobs with long hours. Schools and child care centers can help by:

- Welcoming parent involvement in the educational process (Many teachers and schools regularly invite parents to speak to children, tutor, or help out on field trips)
- Scheduling parent conferences, open houses, school plays and other events during hours convenient for working parents

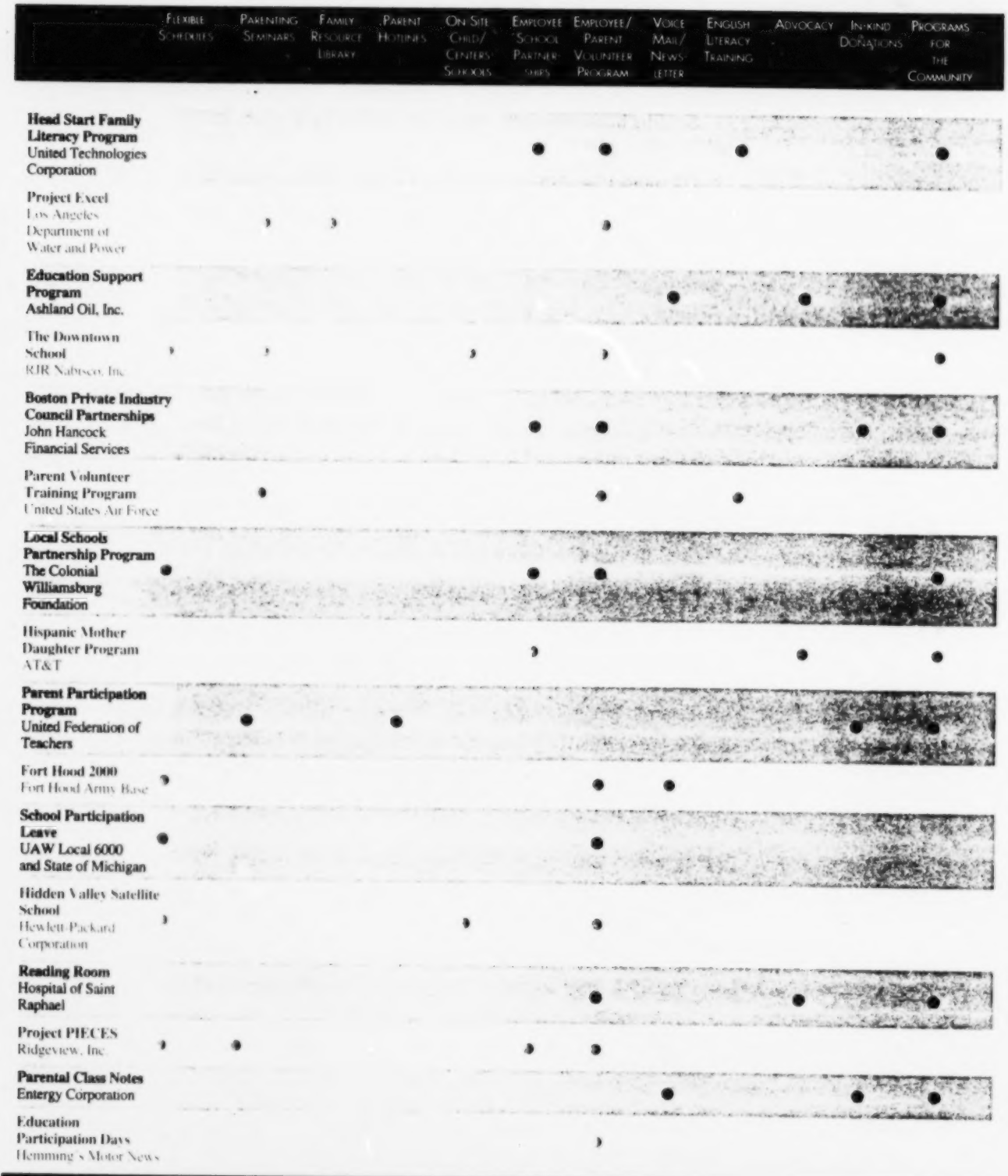
- Providing for regular, on-going parent-teacher communication (Some child care centers have log books teachers write in each day that are available for parents to read. Pacific Bell Company provides a voice mail system at low cost ($50 a month for 100 mailboxes) to California schools, so parents and teachers can leave messages for each other)

- Sending home newsletters and bulletins about classroom activities, translated into the reader's language

- Providing interpreters for conferences and meetings when English is not the language spoken at home

- Making space available for parent resource and training programs, before- and after-school child care, or other family service programs

Profiles of Employer and Labor Support: Key Features



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Head Start Family Literacy Program
United Technologies Corporation
Hartford, Connecticut

A company heavily involved in helping its community, United Technologies Corporation (UTC) has sought to promote a family approach to education and literacy. With the goal of having parents and children motivate and support each other, the Hartford, Connecticut-based corporation developed the Head Start Family Literacy Program, an innovative program designed to help inner-city preschool children achieve school readiness and to assist Head Start parents in meeting their own educational and career goals.

The Head Start Family Literacy Program was conceived in 1989 when the Community Renewal Team of Greater Hartford, the organization that administers the Head Start programs in Hartford, approached UTC with a request for money to complete the renovation of a Head Start Center. Because of UTC's preference for donating funds to groups of organizations working on the same problem instead of to individual organizations, management at UTC agreed to make a donation on the condition that the Head Start Center would spearhead several initiatives with the help of other local organizations. United Technologies Corporation joined with the Community Renewal Team of Greater Hartford, the Literacy Volunteers of America, and the Urban League of Greater Hartford to create the Head Start Family Literacy Program.

The Head Start Family Literacy Program brings together preschool children in the Enfield Street Head Start Center, their parents, and volunteers who work with both the children and their parents on reading skills. The Community Renewal Team of Greater Hartford and the Literacy Volunteers of America help train UTC employees and local retirees, students, and business people, who go to the Head Start Center to read with the children during the day and to tutor parents at night. UTC employees also hold book drives to collect books for teachers to use in the classroom and for children to take home to read at night with their parents. The Urban League of Greater Hartford enrolls parents in adult basic education classes and English as a Second Language classes to help them work toward completing their G.E.D.

UTC and its partners have been pleased with the success of the program. In 1993, 852 children were involved with the reading program, and more than 85 parents were referred to literacy tutors, job training programs, G.E.D. preparation sessions, and job counselors. More classes have been added for adults, including writing classes, and a reading library has been started at the Enfield Street Head Start Center for children and adults. The Head Start Family Literacy Program has been recognized by the White House and the Senate Subcommittee on Children, Families, Drugs and Alcohol as an outstanding initiative in combatting illiteracy.

Contact: Tizziana Fusco Weber/ Manager, Community Relations/ United Technologies Corporation/ United Technologies Building/ Hartford, CT/ 06101/ Phone: (203) 728-7000

Project Excel
Los Angeles Department of Water and Power
Los Angeles, California

Los Angeles Department of Water and Power (DWP), a city agency that employs 12,000 workers, began its Family Care Program in 1987 with child care and parenting services ranging from on- and near-site centers to breast-feeding programs, parent support groups, and child care resource and referral. Over the years DWP has continued to develop and expand its family-supportive policies and programs. In 1992, the Family Care Program initiated Project Excel, with the goal of providing services to parents to help them understand and enhance the important role they play in the success of children's education.

Project Excel includes many components:

- a paper data bank on colleges, universities, and special training programs;
- information on grants, scholarships, and other financial resources for higher education (the company currently has the information on paper but is looking into purchasing a financial aid database);
- a volunteer tutoring program in which DWP retirees are paired up with employee's children;
- a series of parenting workshops on topics such as *Kindergarten Readiness, What Working Parents Can Do to Assure their Children's Educational Success,* and *Tax Tips on Financing a Child's Education;* and
- special resources for students that include a video on taking college entrance exams and a handbook on surviving college/school life.

Since DWP is a multisite organization with many employees working in the field, employees can access Project Excel services in a variety of ways. Those who cannot attend the parenting workshops, for example, will find videotapes of the sessions at two parent resource centers (at two different work sites). The resource centers also house other materials, including the handbooks, financial aid information, and data banks, along with numerous other resources for working parents. Employees can visit the resource centers, or call and have materials sent directly to them.

DWP promotes Project Excel through an internal newsletter and a mailing list of previous Family Care users. The organization actively encourages men, who make up 78 percent of its workforce, to participate in this and its other programs. More than 3,000 employees, at least half of whom are men, use its Family Care programs each year.

Contact: Beverly King/ Vice President, Human Resources/ Los Angeles Department of Water and Power/ Room 555/ North Hope Street/ Los Angeles, CA/ 90012/ Phone: (213) 367-1987

Education Support Program
Ashland Oil, Inc.
Ashland, Kentucky

An oil company with 30,000 employees, Ashland Oil, Inc., has had a long-standing commitment to promoting education in its communities. Ashland's Education Support Program consists of two major components: regional advertising to increase public awareness of the importance of and need for quality education, and programs focused on specific needs in the states where Ashland has significant operations.

Since the 1982-83 school year, Ashland Oil has committed its corporate regional advertising budget to a campaign designed to increase public awareness of educational issues. The company has produced both broadcast and print advertisements about such topics as dropout prevention, teacher appreciation, and business-education partnerships.

The 1993-94 advertising campaign focused on the role of parents in academic success. Through magazine and television ads, Ashland stressed the importance of "Parent Power," adding the phrase "When parents help, just imagine how much more a child can learn" to the "You Have the Power" slogan used in past years. Ashland also began producing a free newsletter, Parent Power, to aid parents in helping their children in school. The newsletter, published three times during the academic year, is available to parents in the Ashland region, as well as to parents all over the United States and in Guam, the Virgin Islands, and Canada.

Ashland also has sponsored award-winning educational programs in the states it serves. The "Day on Campus" program in Kentucky and West Virginia encourages students to stay in school by enabling fourth- through ninth-grade students to visit any public or private university in the two states. Each year, Ashland presents teaching awards of $2,500 to 40 outstanding teachers in Kentucky, Ohio, West Virginia, and Minnesota. Additionally, Ashland has played a significant role in statewide education reform in both Kentucky and West Virginia, spearheading the formation of business partnerships in both states to promote the states' educational goals.

Contact: Harry T. Wiley/ Director, Advertising and Communications/ Corporate Communications Department/ Ashland Oil, Inc./ P.O. Box 391/ Ashland, KY/ 41114/ Phone: (606) 329-4734

The Downtown School
RJR Nabisco, Inc.
Winston-Salem, North Carolina

Through their Workforce Diversity Initiative, RJR Nabisco seeks to provide employees with the tools to balance their work and personal lives. One aspect of employees' personal lives that RJR Nabisco takes great pains to support is family involvement in education. The Downtown School, a model school in Winston-Salem, North Carolina, funded by RJR Nabisco's Next Century Schools grant program, makes parent involvement an integral part of children's learning experience.

The Downtown School was one of the 1991 winners of Next Century Schools, a competitive grant program funded by the RJR Nabisco Foundation that was designed to stimulate bold reforms in American public elementary and secondary education. The mission of The Downtown School is to "implement a challenging instructional program that is complemented by sound pedagogy, the innovative use of technology, and the active participation of parents, guardians, and community members in children's learning." The school, which currently serves 309 students in preschool through fifth grade, works toward achieving these goals through an innovative structure and curriculum. Students make use of public resources such as the library, the opera, and the local coliseum, and each must complete an apprenticeship outside the school before graduating.

One of the primary goals of The Downtown School is to encourage adult involvement in the lives of children. To send their children to this public school, families must work or reside in the Central Urban Area of Winston-Salem. Sixty percent of the spaces are reserved for children of full-time, active, regular employees of RJR Tobacco, RJR Tobacco International, and Planters LifeSavers, another sponsor of the school. Parents who want to send a child to The Downtown School must agree to volunteer one hour of service at the school per week per child. RJR Nabisco encourages parents to participate by giving employees that hour as paid time off. At the school, parents and other employees serve as teachers' aides, help the school secretary, manage the fitness area, and assist around the school in numerous other ways. During the 1992-93 school year, parents contributed 9,350 volunteer hours. In addition to their volunteer activities at the school, parents attend workshops that promote better understanding of various school programs and provide tips for reinforcing the education process at home. The principal and assistant principal of The Downtown School also have a quarterly informal lunch meeting with parents to discuss any concerns.

The Downtown School is just one of the many programs that RJR Nabisco has sponsored to promote parental involvement in children's education. Both RJR Nabisco headquarters and Nabisco Foods Group headquarters have Employee Resource Centers, and many offices subscribe to newsletters focusing on family issues. Since 1990, Nabisco Foods Group has sponsored a Summer Reading Adventure that encourages employees to read with their children during summer vacation. RJR Nabisco also encourages managers to give employees Release Time, time off with pay to accompany children on their first day of school.

Contact: Connie Brown/ Principal/ The Downtown School/ 601 North Cherry St./ Winston-Salem, NC/ 27101/ Phone: (910) 727-2914

Boston Private Industry Council Partnerships
John Hancock Financial Services

Boston, Massachusetts

John Hancock, an insurance company with 16,500 employees, supports education through financial and in-kind contributions, local public school programs, and executive involvement. For its employees, John Hancock distributes a magazine for parents about education, and sponsors seminars on such topics as partnering with a child's school. Additionally, John Hancock is a member of the Boston Private Industry Council and has formed partnerships with several local schools.

Founded in 1979, the Boston Private Industry Council (PIC) comprises Chief Executive Officers and leaders of community-based organizations seeking to effect change in poverty, education, and joblessness in Boston. A PIC 5-year plan, the 1987 Boston Compact II, stresses the importance of getting parents involved in their children's educational efforts.

As part of the PIC's Partnership Program, John Hancock has formed associations with several local schools. Begun in 1974, the Boston English High School-John Hancock partnership brings John Hancock employees to the high school to mentor and tutor students. Another part of the collaboration is the English High Hancock on Premises Education Program (HOPE), which brings 11th- and 12th-grade students to John Hancock twice a week where they learn business skills that will give them a head start for permanent positions at John Hancock or another company. Upon graduating these students have the option of working at John Hanconck while continuing their education in pursuing an associate degree. Through partnerships with the Lucy Stone and Samuel Mason School Councils, John Hancock employees serve on quality improvement teams in each of the schools. The teams have initiated many innovative programs, examples include an adopt-a-class program, the creation of a marketing video to recruit students and allowing teachers and parents to participate in any John Hancock courses.

John Hancock also sponsors several other educational programs. Through the Opportunity in Boston and the Boston Summer Jobs programs, John Hancock helps Boston area students, especially minority students, find summer and permanent jobs. HEART, the Hancock Endowment for Academics, Recreation and Teaching, is a permanent endowment used to fund basic academic and other innovative programs for Boston public school students in the 6th through 8th grades. John Hancock is also a corporate sponsor of INROADS, a national organization that recruits talented Native American, Latino, and African American high school and college students to compete for career-related internships with participating corporations.

Contact: Kathy Hazzard/ Manager, Work-Family Programs/ John Hancock Mutual Life Insurance Company/ Box 111/ Tower 17/ Boston, MA/ 02117/ Phone: (617) 572-4512

Parent Volunteer Training Program
United States Air Force

Osan Air Base, South Korea

The Osan Air Base in South Korea established the Osan Air Base Child Development Program to serve members of the military and their families living in South Korea during a one- to two-year tour of duty. Among the many initiatives it offers is the Parent Volunteer Training Program, begun in 1993 at the request of Korean wives of American servicemen whose children were attending the Osan Preschool.

Many of the Korean mothers whose children were attending the American preschool felt isolated as their children learned songs, games, and stories that were totally unfamiliar to them. The Parent Volunteer Training Program works to familiarize Korean mothers with the American culture that their children are learning in preschool and that many of them will encounter when they move to America with their husbands. The training program prepares them to volunteer in the preschool by offering the Air Force Child Development Orientation Training Program with 8 hours of classroom observation; classes on child abuse prevention, detection, and reporting procedures; and training for a food handlers' certificate.

Initially, five mothers completed the four-week training course led by the Osan child development services training and curriculum specialist and director. As the English comprehension and reading skills of the women varied, they worked together to complete the training. The mothers also formed study groups in their homes and included Korean mothers who were not attending the training sessions. At the end of the training course, each mother was assigned to a classroom for a minimum of six hours of volunteer work a week.

Directors of the Parent Volunteer Training Program and the mothers were both very pleased with the success of the training. Mothers who had completed the training experienced increased satisfaction and self-esteem, improved their English speaking and reading skills, increased their knowledge of American customs, increased their knowledge of child development and parenting skills, and acquired marketable job skills. Additionally, the mothers became competent classroom assistants. Delighted by the positive response, the Parent Advisory Board has decided to offer the program on a continual basis, with training in January and September yearly.

Contact: Mary Alice Howe/Headquarters, United States Air Force/ MWO/ 1111 Jefferson Davis Highway/ Crystal Gateway North/ Suite 401 East Tower/ Alexandria, VA/ 22202/ Phone: (703) 604-0325

Local Schools Partnership Program
The Colonial Williamsburg Foundation

Williamsburg, Virginia

Since the fall of 1991, the Colonial Williamsburg Foundation, the 3,500-employee, non-profit organization responsible for the restoration and interpretation of the town of historic Williamsburg, Virginia, has actively participated in local educational efforts. Begun as a pilot program in one school in the fall of 1991, the Colonial Williamsburg Local Schools Partnership Program aims to increase teaching resources available to the schools, to improve student understanding of American history, and to expose children to possible careers. The Partnership Program has expanded to include all 10 local public and private elementary schools in the community and has recently added new elements to promote parental involvement in children's education.

As the manager of a historical museum and site, the Colonial Williamsburg Foundation is ideally positioned to work with schools to provide educational instruction to students both in and outside of the classroom. Through the Local Schools Partnership Program, the Foundation matches a team of five to seven employees with a team of teachers and administrators in each of the schools. The combined teams meet monthly to discuss and plan activities for school students. Employees are given paid time off to attend these meetings, which usually last one to two hours. Additionally, the Partnership Program has developed two day-long orientation programs, one for new teachers and one for veteran teachers, to familiarize teachers with the resources at Colonial Williamsburg. Among the more than 100 programs, teachers may choose from are African-American Interpretive Programs on music, dance, and storytelling; tours of archaeological laboratories; performances by character interpreters who portray lawyers, builders, tavernkeepers, housewives, and other 18th-century figures; lectures on historical research; and a participatory tour designed to teach the 18th-century legislative process to people of all ages. All time and services are donated, as the Local Schools Partnership Program works without a budget.

In the fall of 1993, the Colonial Williamsburg Local Schools Partnership Program developed the Good Neighbors Program to encourage parents to experience the educational opportunities of Colonial Williamsburg with their children. At special evening sessions at the schools, the Colonial Williamsburg Foundation invites parents to become Good Neighbors. As Good Neighbors, families receive complimentary admission to Colonial Williamsburg and discounts on tickets for visiting families and friends. The Foundation also designs special activities for Good Neighbors, from previews of new exhibitions and programs to behind-the-scenes tours. More than 14,000 local residents have joined.

Contact: Norm Beatty/ Communications and Government Relations/ The Colonial Williamsburg Foundation/ Williamsburg, VA/ 23187/ Phone: (804) 220-7271

Hispanic Mother/Daughter Program
AT&T

Arizona and Texas

AT&T, the global communications company with more than 308,000 employees in more than 100 countries around the world, is an active supporter of educational projects. AT&T sponsors many programs aimed at supporting teachers, parents, and students, including the AT&T Teachers for Tomorrow Program, which prepares teachers for the challenges of inner city classrooms; the San Francisco School Volunteers' Parental Involvement Program, which gets parents more involved in their children's elementary school education, and the AT&T Learning Network, which uses AT&T's technological expertise to enable students and teachers around the world to learn together.

Recognizing the unique situation of Hispanic women - 35 percent of Hispanic teenagers drop out of high school, and only 8 percent of Hispanic women complete 4-year colleges - AT&T created a program directly focused on their needs. The Hispanic Mother/Daughter program seeks to address the needs of the most educationally at-risk segment of the minority population through long-term intervention begun in middle school and involvement of the family in supporting the student's academic and personal achievement.

Originally developed at Arizona State University with support from AT&T, the Hispanic Mother/Daughter Program brings girls and their mothers together to the campus for academic, developmental, and counseling programs that emphasize higher education as an option. In 1991, the University of Texas system added four of its campuses -- San Antonio, Austin, Dallas, and Pan American -- to the program, with 50 mother/daughter pairs at each site. Fifty new pairs have been added each year, resulting in a total of 150 pairs per site in 1993-94. The El Paso campus was added in the 1993-94 school year, and the Brownsville campus was added to the program for the 1994-95 school year.

The Hispanic Mother/Daughter Program has met with much success. The program has maintained a 98 percent retention rate, with 100 percent of the young women continuing in their academic study. The first class of Hispanic daughters in Arizona graduated from Arizona State University in the Spring of 1994. Additionally, the program has had the unexpected effect of encouraging some mothers to return to college with their daughters. Because of the success of this program, Chicago State University, with funding from AT&T, will launch an African-American Father/Son Program in the Fall of 1994.

Contact: Marilyn Reznick/ Vice President, Education Program/ AT&T Foundation/ 1301 Avenue of the Americas/ Room 33128/ New York, NY/ 10019/ Phone: (212) 841-4747

Parent Participation Program
United Federation of Teachers
New York, New York

Hoping to bridge the gap between home and school, the United Federation of Teachers (UFT), a 100,000-member union made up of teachers, social workers, school psychologists, and teaching assistants from the five boroughs of New York City, became interested in increasing parent participation in children's education. Its Parent Participation Program, consists of the Dial-A-Teacher service, parent workshops, and the dissemination of educational materials to parents.

The UFT began the Dial-A-Teacher program in January 1980 as a pilot project which has since expanded to each of the 622 public elementary schools in New York City. The Dial-A-Teacher service makes 45 individual teachers available by phone to parents and students in New York City public schools from 4:00-7:00 p.m. Monday-Thursday during the school year. When parents call, teachers tell them about new methods and materials being used in schools and offer them helpful hints on how to better understand testing, how to make good use of parent-teacher conferences, and how to improve children's study skills. Telephone help and printed materials are available in several languages, including Spanish, Italian, Chinese, French, Haitian Creole, and Greek. The teachers document each call in order to evaluate parent need and continue providing appropriate services. Nearly 49,000 calls were received during the course of the 1992-93 school year from both parents and students; parents initiated 9 percent of these calls.

The parent workshops grow out of the Dial-A-Teacher telephone services. The workshops, offered during the day and in the evening, are based on the needs of parents as expressed during phone calls and on questionnaires. They seek to increase parents' understanding of children's school work, offer parents useful strategies for assisting children in areas such as reading, mathematics, and study skills, and familiarize parents with the services provided by Dial-A-Teacher. During the 1992-93 school year, the UFT sponsored 82 parent workshops, with an average attendance of 30 parents per workshop. In the past, the UFT has co-sponsored workshops with other unions, including the International Ladies Garment Workers Union and the Drug, Hospital and Health Care Employees Union.

The educational materials distributed by the UFT are gathered from outside sources and written by Dial-A-Teacher staff in response to requests commonly made by parents. Topics covered include *How to Write a Book Report, Number Theory, The Parent Mathbook*, and *Homework Tips and Learning Activities*. These booklets and others like them are available to parents who call Dial-A-Teacher directly and to those parents who attend parent workshops.

Contact: Betty Holmes/ Director, Dial-A-Teacher/ United Federation of Teachers/ 260 Park Avenue South/ New York, NY/ 10010/ Phone: (212) 598-9205

Fort Hood 2000
Fort Hood Army Base
Fort Hood, Texas

In April 1992, the Department of Defense designated Fort Hood, an Army installation with more than 189,000 military and non-military residents, as an America 2000 Model Community as part of the Department of Education's Goals 2000 program. Fort Hood 2000, a partnership between Fort Hood and local communities, seeks to improve education in local schools through such initiatives as the Adopt-a-School program, Drug Abuse Resistance Education (D.A.R.E.), a Mentoring and Tutoring program, and a pilot Parental Involvement Program. A committee composed of installation representatives and senior officials from the local city governments, public school districts, and chambers of commerce, and chaired by the III Corps and Fort Hood Deputy Commanding General, oversees the activities of Fort Hood 2000.

Through the Adopt-a-School program, unit commanders work directly with the school principals of 60 schools in six school districts to bring soldiers into the schools to support educational projects. In the 1992-93 school year, soldiers spent approximately 20,000 hours working with children in the local schools. Through the Mentoring and Tutoring Program, soldiers, retirees, Department of the Army Civilians, and family members can volunteer to be mentors in two local school districts. During the first half of the 1993-94 school year, over 1,450 volunteers from the Fort Hood community participated.

In February 1994, Fort Hood's First Cavalry Division and the Killeen Independent School District implemented a pilot Parental Involvement Program in two 4th- and two 8th-grade classes. Designed to increase parents' participation and involvement in the learning process, the program requires soldiers with children in participating schools to attend parent/teacher conferences as part of their military duty. The program has generated positive results: parents' increased interest and participation have led to dramatic improvements in the grades of their children. For example, reading scores for 4th-graders with parents in the program have progressed from 40 to 82 percent passing. For the 1994-95 school year, Fort Hood plans to extend the Parental Involvement Program to all 60 schools that are a part of the Adopt-a-School Program.

For all of its work in promoting Goals 2000, Fort Hood was selected as one of 21 winners out of 5,000 nominations of the 1994 President's Volunteer Action Award.

Contact: Tricia Christ/ Department of the Army/ Headquarters, III Corps and Fort Hood/ Fort Hood 2000/ Building 1/ Fort Hood, TX/ 76544-5056/ Phone: (817) 287-0345

School Participation Leave
UAW Local 6000 and State of Michigan

Michigan

Recognizing the positive role parental and other adult involvement in school activities plays in promoting educational success, the State of Michigan and the United Auto Workers (UAW) Local 6000 negotiated a provision in the 1991 union contract that enables employees to take paid time off to participate in academic activities.

According to the contract, permanent, non-probationary employees annually receive eight hours of paid School Participation Leave that can be used in increments of one hour. UAW-represented employees can use this leave to "participate in any educational activity including, but not limited to, tutoring, field trips, classroom programs, [and] school committees." The contract allows both parents and non-parents to take School Participation Leave. All employees receive the same amount of leave regardless of the number of children they have.

The union contract also includes a provision that permits employees, with supervisory approval, to adjust their work schedules to allow for regular participation in school activities, as long as they work the required number of hours each week.

The almost 22,000 UAW-represented employees who are currently eligible for School Participation Leave and flexible scheduling work mostly in administrative support and in human services, as secretaries, social workers, teachers, doctors, and parole officers. In addition to the UAW-represented state employees, certain non-union state employees will become eligible for School Participation Leave as of October 1, 1994. These non-union represented employees work mainly as managers and supervisors.

In the 1994 fiscal year to date, 3,470 employees, or about 17 percent of the eligible workforce, have used School Participation Leave. The average amount of leave time used is 5.6 hours out of the available 8 hours. The most common reasons employees use the leave time are to participate in such activities as tutoring and field trips, and to serve as teachers' aides.

Contact: Paulette Granbery Russell/ Office of State Employer/ P.O. Box 30026/ Lansing, MI/ 48909/ Phone: (517) 373-7400

Hidden Valley Satellite School
Hewlett-Packard Corporation
Santa Rosa, California

Recognizing that their employees' schedules made it difficult to keep in contact with their children during the school day, Hewlett-Packard, the California computer corporation with 97,000 employees worldwide, decided to bring a school to the work site. Hewlett-Packard teamed up with the Santa Rosa City School District to establish the Hidden Valley Satellite School. This pilot project created the first work site public school on the West Coast.

The Santa Rosa School Superintendent first approached Hewlett-Packard with the idea for a work site school in 1990. After an employee survey at the Santa Rosa plant demonstrated a demand for such a school, Hewlett-Packard began to research the possibility of having a public school on-site. The Hidden Valley Satellite School, a branch of the Hidden Valley Elementary School one mile away, opened in February 1993 with 47 students in kindergarten and first-grade, and expanded to 75 students in kindergarten through second-grade for the 1993-94 school year. The school will reach its projected size when it adds a third-grade class for the 1994-95 school year. Hewlett-Packard provided approximately $400,000 for site preparation plus an $89,000 grant to help cover start-up costs for the school, which consists of prefabricated portable classrooms in compliance with California earthquake regulations. The school is located on 2.6 acres of land adjacent to the plant. The school district also established a self-funding before-and after-school child care program open from 6:30 a.m. to 6 p.m. With priority registration for Hewlett-Packard employees, more than 75 percent of the students' parents are Hewlett-Packard employees.

Hewlett-Packard's flextime policy enables its employees to take advantage of their proximity to the school by visiting their children during the day. Teachers report that parent participation is higher than they have seen at other schools. Hewlett-Packard employees often join their children for lunch. The Hidden Valley Satellite School also encourages parents to volunteer in the classroom, and teachers work with parents to determine the best type of help for each class. Parents serve as teachers' aides, help children with projects, and even provide hands-on instruction in subjects such as math and science.

Contact: Jeff Weber/ Public Affairs/ Hewlett-Packard Corporation/ 1400 Fountain Grove Parkway/ Santa Rosa, CA/ 95403/ Phone: (707) 577-2845

Reading Room
Hospital of Saint Raphael
New Haven, Connecticut

The Hospital of Saint Raphael, a non-profit hospital in New Haven, Connecticut, with 3,300 employees, has instituted a number of programs to better "Saint Raphael's Neighborhood." Seeking to achieve such goals as increasing neighborhood employment, promoting educational opportunities and youth development, and ensuring a clean, safe environment in the neighborhood, Saint Raphael established a neighborhood reading room.

Knowing that the neighborhood surrounding the hospital lacked a public library, Saint Raphael decided to create an after-school reading room for local families to use. The reading room, which opened in the spring of 1993, is located in the Dwight/Kensington Police Substation; the New Haven Police Department provides the space and utilities free of charge. The reading room is open weekdays from 2:30 p.m. until 6:30 p.m. and is staffed by neighborhood residents and Saint Raphael employees who wish to volunteer their time. Books are donated by hospital employees and the hospital's Auxiliary.

The reading room is open to both parents and children, although more children than adults currently make use of it. During the course of the week, however, 24 adult staff volunteer in the reading room and provide the children with assistance with their homework and serve as mentors. The reading room also provides reference materials and maps to help the students with their work. After students finish their homework and read a book, they can participate in educational games on a computer. Organizers report that parents frequently come in to help their children with school projects and check on their children's progress with the reading room volunteers.

The after-school reading room was successful from its inception. Over 700 books were donated in the first 3 months of operation, and over 200 were loaned out in the first two months alone. At its one year anniversary, the reading room had accumulated almost 1800 books and was visited by an average of 12 children a day.

The reading room is just one of Saint Raphael's many programs attempting to expand involvement with neighborhood schools. The Hospital of Saint Raphael also works extensively with three area public schools -- Troup Middle School, Timothy Dwight Elementary School, and Barnard Elementary School. Through the New Haven School Volunteers Mentoring Program, Saint Raphael employees volunteer at these schools, where they spend one hour a week tutoring students. Hospital employees also speak at neighborhood schools on various topics.

Contact: Caron Hutchinson/ Community Relations Specialist/ Hospital of Saint Raphael/ 1450 Chapel Street/ New Haven, CT/ 06511/ Phone: (203) 789-3256

Project PIECES
Ridgeview, Inc.
Newton, North Carolina

Project PIECES, "Parents, Industry, Educators Cooperating for Educational Success," was founded in 1987 as a partnership between the Catawba County Council on Adolescents, the Newton-Conover School System, and Ridgeview, Inc., a family-owned hosiery manufacturer with 325 employees at its home site in Newton, North Carolina. Through this program, guidance counselors from the school system make monthly visits to parents in the workplace and hold conferences regarding the child's progress in school.

An employer dependent on the labor of working mothers -- 85 percent of Ridgeview employees are women -- Ridgeview wanted to offer its employees valued benefits and encourage parent participation in children's education. Management at Ridgeview, led by now President Hugh Gaither (who was also mayor of Newton at the time), realized that many parents felt unable to attend meetings with their children's teachers because of the lost pay during time off and because of their own negative experiences with educational institutions. Ridgeview, therefore, recognized the benefit of having school employees come to the workplace.

The Newton-Conover School System's guidance counselors come to each of two Ridgeview work sites once a month and meet with each parent for 15 minutes, during which time the employee still receives pay. (Meetings were originally held twice a month, but are now once a month due to the addition of another company, Regency Home Fashion, to the program.) Ridgeview provides office space for the meetings. Counselors come prepared for site visits with students' records, report cards, and comments from teachers.

Both Ridgeview and the Newton-Conover School System have reported a great deal of success with the program. Truancy no longer exists among children with parents in the program and counselors have built relationships with parents who formerly had little contact with the schools. Fathers, who often have fewer opportunities to participate in their children's academic lives, seem to appreciate the program as well. Some counselors have expanded the services they provide: high school counselors have also provided college counseling and financial planning for interested parents. Counselors also promote the county's "Tech Prep" program, which helps prepare students for community college, for four year degrees, or for direct entry into industry after high school.

Spurred by the success of this program, Ridgeview has changed its vacation benefits to encourage increased parental involvement in their children's education. Employees who have been with the company for more than five years can now earn extra paid vacation days to take time off from work for such reasons as going on school field trips with their children.

Contact: Edith Grimes/ Director of Human Resources/ Ridgeview, Inc./ P.O. Box 8/ Newton, NC/ 28658/ Phone: (704) 464-2972, ext. 295.

Parental Class Notes
Entergy Corporation
New Orleans, Louisiana

Recognizing the importance of parental involvement in improving educational achievement and conditions at local schools, Entergy Corporation, a provider of electricity with 16,000 employees in four southern states, teamed up with Anserphone, a New Orleans telephone services company, to create the Parental Class Notes program. The Parental Class Notes program provides a voice-mail system through which parents and teachers can contact one another.

Parental Class Notes offers parents a designated number to dial for a recorded message available 24 hours a day. Depending on the number they press, parents can hear messages from the principal about the school's overall operation, messages from individual teachers, homework assignment messages, announcements on special projects; test dates, or the school lunch menu. Parents can also leave messages for their children's teachers regarding any problems or concerns that they have.

Entergy and Anserphone piloted the program in January 1992 at George Cox Elementary School in Gretna, Louisiana, a school with a diverse student body of 600 students in kindergarten through grade six. Entergy donated $4,000 to set up the system, and Anserphone donated the equipment. The program was an immediate success: more than 6,000 calls were logged the month after Parental Class Notes was set up. The program continues to be successful, with both the school principal and classroom teachers leaving daily messages. Working parents, in particular, have found the program helpful because it can be accessed at all times of the day.

Entergy is pleased with the success of the Parental Class Notes program, which works together with its other educational efforts. Among the many other educational programs that Entergy sponsors are Challenge Grants, $1,000 grants awarded to any public, private, or parochial school in the Entergy service area whose proposal offers the greatest potential for encouraging students to stay in school; PALS Labs, four computerized literacy laboratories that use the Principals of the Alphabet Literacy System (PALS) to provide literacy skills courses; the Mobile Automated Learning Laboratory (MALL), a custom-built motor coach featuring computer stations with course work combining literacy and other workplace skills instruction to deliver adult education to rural areas and various work sites; the Entergy Center for Education Improvement, a regional academic program that provides 20 outstanding teachers in math and 20 outstanding teachers in science with instruction in the academic competencies developed by the College Board; the Entergy Counselors Institute, a training program for guidance and career counselors at schools in the Entergy service area designed to enhance the counseling skills of participants while providing a basic understanding of the relationship between economic development, workforce skills, and attitudes necessary for successful employment; and Choices, a mentoring program through which Entergy employees visit classes to discuss with students the value of applying themselves and staying in school.

Contact: Brenda Pounds/ Entergy Corporation/ P.O. Box 61000/ New Orleans, LA/ 70161/ Phone: (504) 569-4962

Education Participation Days
Hemmings Motor News

Bennington, Vermont

The mission statement of Hemmings Motor News, a 75-employee publisher of magazines for car hobbyists, demonstrates the company's commitment to its community and its employees:

> *"We are convinced that no matter how successful we may be in running a profitable business, we will not survive if the towns and cities within which our staff and customers live and work are not strong, emotionally and economically healthy, humane, caring, participatory communities."*

In keeping with its mission to serve the community, and in an effort to increase parental involvement in education, Hemmings Motor News instituted Education Participation Days.

Begun during the 1990-91 school year, the Education Participation Days program seeks to increase cooperation among parents, students, teachers, and school administrators. The program allows all employees, whether parents of students or not, to take two days off with pay in half-day increments to attend classes with children in local schools. Employees can also use the time to perform volunteer work in or for the academic program of a school within their community or a school serving the children of Hemmings Publishing employees.

While employees can take time off to participate in academic programs at a school, Education Participation Days cannot be used for chaperoning or coaching athletic or social programs. Additionally, an employee can only take an Education Participation Day on a departmental non-deadline day and only with the approval of his or her supervisor.

Hemmings Motor News policy suggests some of the following activities as appropriate for Education Participation Days:

- Attending school for a day with one's children or grandchildren.
- Teaching or addressing classes about one's work, hobby, or special interest.
- Volunteering as a teacher's classroom assistant for a day or as a teacher's assistant for a class field trip.

The success of this and other programs at Hemmings Motor News, such as paid parental leave, family seminars, and dependent care subsidies, has led the company to win such awards as the 1993 Governor's Recognition Award for Community Service and the 1990 Award for Outstanding Benefits given by the Governor's Conference on Gender Issues.

Contact: Carolyn Bentzinger/ Manager, Human Resources/ Hemmings Motor News/ P.O. Box 256/ Bennington, VT/ 05201/ Phone: (802) 442-3101. ext. 604

RESOURCE LIST

American Business Collaboration
for Quality Dependent Care
Work/Family Directions
Development Corp.
930 Commonwealth Avenue West
Boston, MA 02215-1212
Phone: (617) 278-4000
Fax: (617) 566-2806

Alliance for Parental Involvement In
Education
P.O. Box 59
East Chatham, NY 12060-0059
Phone: (518) 392-6900
Fax: (518) 392-6900

The Business Roundtable
1615 L Street, NW
Washington, DC 20036-5610
Phone: (202) 872-1260
Fax: (202) 466-3509

Education Today
Educational Publishing Group, Inc.
20 Park Plaza
Suite 1215
Boston, MA 02116
Phone: (617) 542-6500
Fax: (617) 542-6564

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
Phone: (212) 465-2044
Fax: (212) 465-8637

First Texas Council of CampFire
2700 Meacham Blvd.
Fort Worth, TX 76137-4699
Phone: (817) 831-2111
Fax: (817) 831-5070

HIPPY USA
53 West 23rd Street, 6th Floor
New York, NY 10010
Phone: (212) 678-3500
Fax: (212) 678-4136

Home and School Institute
MegaSkills Education Center
1500 Massachusetts Avenue, NW
Washington, DC 20005
Phone: (202) 466-3633
Fax: (202) 833-1400

Labor Project for Working Families
IIR
2521 Channing Way
Berkeley, CA 94720
Phone: (510) 643-6814
Fax: (510) 642-6432

MELD
123 North 3rd Street
Suite 507
Minneapolis, MN 55401
Phone: (612) 332-7563
Fax: (612) 344-1959

National Alliance of Business
Center for Excellence in Education
1201 New York Avenue, NW
Washington, DC 20005
Phone: (202) 289-2888
Fax: (202) 289-1303

National Association of Child Care
Resource and Referral Agencies
(NACCRRA)
1319 F Street, NW
Suite 810
Washington, DC 20004
Phone: (202) 393-5501
Fax: (202) 393-1109

National Association of Partners in
Education
209 Madison Street, Suite 401
Alexandria, VA 22314
Phone: (703) 836-4880
Fax: (703) 836-6941

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main St.
Louisville, KY 40202-4251
Phone: (502) 584-1133
Fax: (502) 584-0172

National Council for Parent
Involvement in Education
Box 39
1201 16th Street, NW
Washington, DC 20036
Phone: (202) 884-8210
Fax: (202) 884-8441

National Congress of Parents and
Teachers (National PTA)
700 North Wabash Avenue, Suite
2100
Chicago, IL 60611-3690
Phone: (312) 787-0977
Fax: (312) 670-6783

National Parent Network on
Disabilities
1600 Prince Street, Suite 115
Alexandria, VA 22314
Phone: (703) 684-6763
Fax: (703) 836-1232

New Ways to Work
785 Market Street, Suite 950
San Francisco, CA 94103-2016
Phone: (415) 995-9860
Fax: (415) 995-9867

Parenting for Education
U S WEST Education Foundation
720 Olive Way
Suite 1725
Seattle, WA 98101
Phone: (206) 343-5200
Fax: (206) 343-7896

Parents as Teachers National
Center, Inc.
9374 Olive Blvd.
St. Louis, MO 63132
Phone: (314) 432-4330
Fax: (314) 432-8963

U.S. Chamber of Commerce
Center for Workforce Preparation
1615 H Street, NW
Washington, DC 20062-2000
Phone: (202) 463-5525
Fax: (202) 465-5730

Work & Family Life Newsletter
2301 Mound Road
Jacksonville, IL 62650
Phone: (800) 278-2579
Fax: (800) 278-2579

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